

# Transition Works

*Where your future begins*

## Nebraska VR

Nebraska Department of Education

## Learning to Earn: Pascual Lopez Domingo

Pascual Lopez Domingo may look like your typical student at Lexington High School, but he is far from average. As an English Language Learner with learning disabilities, Pascual has not found school to be easy, but he is succeeding in ways some of his peers have yet to discover.

Pascual learned about Nebraska VR as a Junior through his teacher. He was interested in getting his first work experience and spoke with Nebraska VR Transition Specialist Robin Hines about a possible summer work-based learning experience with the City of Lexington. She helped him learn how to fill out a job application and what to say in a job interview. When Pascual learned the City of Lexington had agreed to partner with Nebraska VR to provide a work experience within the City Parks, he walked into his class and proudly announced, "I got the job!"

His supervisor with the City of Lexington, Doug Monter, described Pascual as a dependable, eager learner who followed instructions very well. Although Pascual had a great attitude when he started his work-based learning experience, he brought few skills to the job and was shy, barely said a word. Doug stated that during his time with the City Parks, Pascual had an "awesome transformation." He went from being unsure of himself to becoming confident in what he was doing and wanting to be a part of and in the middle of everything.

Pascual gained valuable skills including running a mower, how to properly fuel vehicles, and the operation and maintenance of sprinkler systems. Pascual will tell you the hardest, but most important thing he learned, was how to replace a concrete sidewalk. This involved not only the tough physical labor of breaking up and removing the old concrete, but also how to frame, pour, and finish the new concrete. In fact, Pascual performed so well and proved to



~Pascual Lopez Domingo

## Tools for Learning, Earning, and Living!

**Focus on People with Disabilities  
companion guide**

The "Focus on People with Disabilities" guide was developed with the support of people with disabilities and organizations that serve the disability community. It contains tips, information, tools, and skill-building resources specifically for people with disabilities.

Eleven dynamic and accessible tools are available to:

- Set up an Achieving a Better Life savings
- Pay for assistive technology
- Understand how work income impacts Social Security Income (SSI)
- Identify financial abuse and exploitation and how to get assistance

Download the guide at:

<https://www.consumerfinance.gov/practitioner-resources/your-money-your-goals/>



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## Employers Speak

It is important students understand the expectations of employers as they prepare to enter the world of work. We've asked Nebraska employers to provide some simple tips for success. Whether you're a high school student, an educator, or a parent - **read on!**

**Tip #1:** Do your research. Visit the company's website so you can answer questions and stand out from other candidates.

**Tip #2:** Practice interviewing with a family member or friend ahead of time. This will make it easier when you're actually in a job interview. Review the following questions to practice:

- Tell me about your past work experience and how it relates to this position.
- What types of problems are you called upon to solve in your current position?
- Tell me about a time when an unforeseen problem occurred. What happened? How did you go about handling the problem?
- Describe a time you made a mistake. How did you handle it?
- Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle that person?
- What motivates you at work?
- What do you know about our company and why do you want to work for us?

Kathryn Gustafson, Fuels Contract and Billing Supervisor  
Hartland Renewable  
Omaha, Nebraska

## FAQs

*Frequently Asked Questions from  
parents, students, and educators*

**Q: What is the difference between completing a Pre-Employment Transition Services Consent and Release and a VR application?**

A. Pre-employment transition services are offered as an early start on job exploration to any student (14-21) when they are considered eligible or potentially eligible for VR services. Once a student's parent or guardian signs the Consent and Release form, a student's disability will be verified in order to receive pre-employment transition services. The student's disability is not subject to the rigorous eligibility determination process that is attached to a VR application. A VR application will be discussed with all students during the period they receive pre-employment transition services. This allows students to make an informed decision about applying for VR services. Some students may feel their needs have been adequately met through pre-employment transition services and forego a VR application.

**Q. How do students receive job exploration counseling in a group setting?**

A. Information regarding in-demand industry sectors and occupations may be provided in the classroom or community setting. Discussions about the labor market and non-traditional employment are often part of group work with a Nebraska VR Pre-Employment Transition Services Specialist. This setting is also ideal for students to take vocational interest inventories.



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be such a valuable member of their team, the City of Lexington shared all Pascual has to do is complete a new application and he “has the job”. His supervisor plans for him to mentor the new students coming to work this summer.

### Resource Spotlight

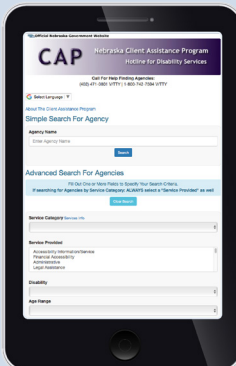
The Hotline for Disability Services provides information and referral services for anyone with a question or concern related to a disability in Nebraska.

Visit the Hotline website at [www.cap.nebraska.gov](http://www.cap.nebraska.gov) and click the ‘Search the Hotline for Disability Services’ link. Search resources

by entering an agency name or by selecting a category, service, county, city, age or disability. Examples of categories to choose from include:

accessibility, advocacy and support, employment, financial, housing/residential, etc. Information regarding each agency includes a description of their services and contact information

Call the Hotline toll-free at 800-742-7594 or in Lincoln at 402-471-0801 or e-mail Shari at [shari.bahensky@nebraska.gov](mailto:shari.bahensky@nebraska.gov).



## The Facts about Worksite Skills Trainers

A Worksite Skills Trainer may work with a student during a work-based learning experience, if needed, and are expected to fade as the work-based learning experience progresses. The trainer teaches specific job duties and tasks required to perform the job. They may also provide work readiness skills training at the work-based learning site. This may include employability skill building like communicating with a supervisor or other coworkers, problem solving, and good work habits such as showing up on time and appropriately taking breaks.

Let's take a brief look at a few myths and facts about work-based learning.

**Myth:** Worksite skills trainers do all the talking for the student.

**Fact:** The trainer helps build a relationship between the student and the host business supervisor and other workers.

**Myth:** Worksite skills trainers know what a student is capable of doing on the job.

**Fact:** The trainer will identify barriers a student may have and problem solve.

**Myth:** Worksite skills trainers perform work tasks at the job right along with the student.

**Fact:** The trainer's role includes communication, teaching, developing a support plan, and modeling worksite appearance and behavior.

**Myth:** Worksite skills trainers offer instruction based on their specific knowledge of the tasks.

**Fact:** The trainer considers how a student learns best.

**Myth:** Worksite skills trainers focus on the work tasks only.

**Fact:** The trainer helps the student develop the soft skills required to be successful on the job.

**Myth:** Worksite skills trainers do the work for the student.

**Fact:** The trainer's goal is for the student to gain the skills and experience to do the job tasks on their own.

**Myth:** Worksite skills trainers are similar to a second supervisor at the job site.

**Fact:** The trainer assists the student in learning what it takes to be a team member and interact with a supervisor.



VR



## Nebraska VR's Website

What pre-employment transition services are available to students? Who is working with students at your local high school? What is Project SEARCH? Are there more issues of the Transition Works newsletter? What is a Summer Transition Program? Find the answers to these questions and more under the 'Student' of our website or go to: <http://vr.nebraska.gov/students/>

Please contact us with comments and suggestions by e-mail at: [marketingteam.vr@nebraska.gov](mailto:marketingteam.vr@nebraska.gov).

### Nebraska VR

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## Connect with Us

Nebraska VR has a long history of providing transition services for students with disabilities as they transition from school to work. We partner with parents, schools, and employers to help students prepare for the future. Transition Works, published by Nebraska VR, is intended for students with disabilities and their families, as well as educators.

Find additional resources for students at:  
[vr.nebraska.gov/students](http://vr.nebraska.gov/students)

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